Contents

Introduction .................................................................................... 3
The Subject Selection Process ............................................................ 3
The Record Of School Achievement (ROSA) ........................................ 5
   ROSA Key Facts ........................................................................... 6
   The ROSA Credential ................................................................. 7
Creative and Performing Arts ........................................................... 11
   Dance 1 ..................................................................................... 11
   Drama 1 ..................................................................................... 12
   Music 1 & 2 ................................................................................. 13
   Photographic and Digital Media 1 & 2 ...................................... 14
   Visual Arts 1 & 2 ......................................................................... 15
Languages .................................................................................... 17
   Japanese 1 & 2 ............................................................................. 18
Personal Development, Health and Physical Education ................. 19
   Child Studies 1 .......................................................................... 20
   Physical Activity & Sport Studies 1 .............................................. 21
Technology and Applied Science ...................................................... 23
   Agricultural Technology 1 & 2 .................................................. 24
   Food Technology 1 & 2 ............................................................... 25
   Industrial Technology 1 & 2 ....................................................... 26
   Industrial Technology – Metal 1 & 2 ......................................... 28
   Industrial Technology – Timber 1 & 2 ....................................... 29
   Information Software Technology 1 & 2 .................................... 29
Human Society and its Environment ................................................. 31
   Business Services Cert 1 (VET) ................................................... 32
   Commerce 1 .............................................................................. 35
   Elective History 1 ........................................................................ 36
   Retail Services ........................................................................... 37
Mathematics .................................................................................. 40
   Fundamentals of Advanced Mathematics 1 ................................ 41
Introduction

Subject selection for Years 9 and 10 requires careful consideration of each student’s abilities and interests. Discussion amongst students, parents and teachers is vital in order to make the correct choices. Some of the reasons students may elect to study an elective subject include:

- To prepare for a career
- To study an area of interest
- To achieve good marks
- To prepare themselves for their senior years of study
- Previous enjoyment and/or success in a subject
- To be with friends

The Board of studies requires each student completing the Record Of School Achievement (ROSA) to complete a minimum of 400 hours of elective study with a minimum of 200 hours in at least one subject.

Muswellbrook High School Stage 5 electives are designed around elective modules of 100 hours. Students will complete 100 hours of study in these areas in both Year 9 and 10, therefore equalling 200 hours of study.

The Subject Selection Process

1. Students attend a subject information day at school, which provides an opportunity to gather information related to subjects offered at Muswellbrook High School.

2. Parents and students then attend the Elective Information Evening and following consultation with their parents and teachers select three electives that they would like to study from a list of 100hr courses.

3. The Elective Selection Forms are then tallied. The number of classes and electives to be offered are discussed by the School Curriculum Committee in consultation with the Principal.

4. Students may be asked to make further selections if a subject they selected was unable to run.
When selecting a subject students must take into consideration:

**The cost of the elective.** The majority of electives have a course fee to cover the costs of items and materials used in the teaching of the subject.

No more than **TWO Industrial Technology Subjects** may be studied. Students may only study any combination of two of the Industrial Technology electives offered – Electronics, Metal or Timber.

**All other electives may only be selected once.** Students can only study a maximum of 100 hours in Years 9 and 10 in any elective. They cannot pick the same elective in more than one line (as their first priority).

**When completing the elective selection form, students are required to complete the following steps:**

- Write your name and roll class in the space provided
- Place the number ONE (1) next to an elective choice, which is your highest preference.
- Place the number TWO (2) through to SIX (6) next to elective choices in preference order. Numbers 4, 5 and 6 will be used if one or more of your first choices cannot be provided.
- Add up the total cost of all of your first three elective choices.
- Parents sign and date the form to confirm elective choices and course costs.

**Return the form to E Block (Mr Drewe) by Monday, 10 August 2015.**
The Record Of School Achievement (ROSA)

The ROSA is awarded by the Board of Studies NSW to eligible students at the time of leaving school after Year 10. To receive the ROSA, students are required to study courses in each year in Years 7-10 in:

- English,
- Mathematics,
- Science,
- Human Society and its Environment and
- Personal Development, Health and Physical Education.

At some time during Years 7-10, students are also required to study courses in:

- Creative Arts,
- Technology and Applied Studies
- Languages Other Than English
ROSA Key Facts

Who will get it?
Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a ROSA. Those eligible students who choose to leave school prior to receiving their HSC, will receive a ROSA.

When will they get it?
A ROSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.

What will it show?
A ROSA will show grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12.

Why give grades?
Grading is a way of showing a student’s level of achievement in a course in a way that can be compared fairly between individual students. Giving grades in courses completed after year 10 will also mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school.

How will students get grades?
A to E grades are currently awarded for courses completed in Year 10. That same system will now be extended to include courses completed after Year 10 as well (up to the time a student receives an HSC result). Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to the Board of Studies NSW for inclusion on the RoSA if required.

How can we be sure that grades are awarded consistently?
It is important for students, parents and employers that grades are awarded consistently. Teachers already have a strong level of professional judgement, and the Board of Studies NSW will support that further by providing workshops and online resources, including student work samples.

Why offer literacy/numeracy tests?
Parents and employers in particular are increasingly interested in having a clear affirmation of a student’s fundamental levels of literacy and numeracy. This measure will help provide valuable information to an employer when they are considering job candidates who have not completed their HSC. The literacy/numeracy tests will also help students, parents and teachers determine if a student needs particular support in an area, or form the basis of further discussion about whether a student is ready to leave school.

Students also are awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by the Board of Studies. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.
The ROSA Credential

Sample A: Record of School Achievement (issued to eligible students leaving school)

Record of School Achievement

This is to certify that Sample Student of Sample High School has received the results shown below:

<table>
<thead>
<tr>
<th>Course Results</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Developed Courses</td>
<td>Result</td>
</tr>
<tr>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>English (200)</td>
<td>A</td>
</tr>
<tr>
<td>Mathematics (200)</td>
<td>C5</td>
</tr>
<tr>
<td>Science (200)</td>
<td>B</td>
</tr>
<tr>
<td>Australian Geography (100)</td>
<td>C</td>
</tr>
<tr>
<td>Australian History (100)</td>
<td>D</td>
</tr>
<tr>
<td>History (Elective) (100)</td>
<td>B</td>
</tr>
<tr>
<td>Industrial Technology – Electronics (200)</td>
<td>C</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education (200)</td>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Board Endorsed Courses</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Physical Activity and Sports Science (100)</td>
<td>A</td>
</tr>
<tr>
<td>Religion, Catholic Studies (100)</td>
<td>D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mandatory Curriculum Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Completed</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Completed</td>
</tr>
<tr>
<td>Science</td>
<td>Completed</td>
</tr>
<tr>
<td>Human Society and Its Environment</td>
<td>Completed</td>
</tr>
<tr>
<td>Languages</td>
<td>Completed</td>
</tr>
<tr>
<td>Technology</td>
<td>Completed</td>
</tr>
<tr>
<td>Music</td>
<td>Completed</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Completed</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>Completed</td>
</tr>
</tbody>
</table>

Sample Student has met the requirements for the award of a Record of School Achievement.
Sample B: Transcript of Study (issued to students leaving school who are ineligible for the RoSA)

Transcript of Study

This is to certify that Sample Student of Sample High School
has received the results shown below:

Course Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td><strong>Board Developed Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
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<td>Not completed</td>
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<td></td>
<td>Mathematics (200)</td>
<td>C</td>
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<td></td>
<td>Science (200)</td>
<td>B</td>
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<tr>
<td></td>
<td>Australian Geography (100)</td>
<td>D</td>
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<tr>
<td></td>
<td>Australian History (100)</td>
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<tr>
<td></td>
<td>History (Elective) (100)</td>
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<tr>
<td></td>
<td>Industrial Technology - Electronics (200)</td>
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</tr>
<tr>
<td></td>
<td>Personal Development, Health and Physical Education (200)</td>
<td>A</td>
</tr>
<tr>
<td>2012</td>
<td><strong>Board Endorsed Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Activity and Sports Science (100)</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Religion, Catholic Studies (100)</td>
<td>D</td>
</tr>
</tbody>
</table>

**Mandatory Curriculum Requirements**

- **English**
- **Mathematics**
- **Science**
- **Human Society and Its Environment**
- **Languages**
- **Technology**
- **Music**
- **Visual Arts**
- **Personal Development, Health and Physical Education**

Not eligible for the award of a Record of School Achievement
Sample C: Online information on course completion and results (available to all Year 10 students)

Name: Sample Student
School: Sample High School

Stage 5

Course Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Board Developed Courses</strong></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>English (200)</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Mathematics (200)</td>
<td>C6</td>
</tr>
<tr>
<td></td>
<td>Science (200)</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Australian Geography (100)</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>Australian History (100)</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>History (Elective) (100)</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>Industrial Technology – Electronics (200)</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Personal Development, Health and Physical Education (200)</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td><strong>Board Endorsed Courses</strong></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>Physical Activity and Sports Science (100)</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Religion, Catholic Studies (100)</td>
<td>D</td>
</tr>
</tbody>
</table>

Mandatory Curriculum Requirements

- English: Completed
- Mathematics: Completed
- Science: Completed
- Human Society and Its Environment: Completed
- Languages: Completed
- Technology: Completed
- Music: Completed
- Visual Arts: Completed
- Personal Development, Health and Physical Education: Completed

Award eligibility: Has met requirements of Record of School Achievement

Date: 14 December, 2012
Life Skills
Where students undertake a course based on Life Skills outcomes and content, achievement in the course is reported as 'Completed'. A separate Profile of Student Achievement provides details of the specific Life Skills syllabus outcomes achieved.
Examples of a Record of Achievement and a Profile of Student Achievement for a student studying a full program of courses based on Life Skills outcomes and content are shown below.

Sample D: Profile of Student Achievement (Issued in addition to RoSA documentation to students leaving school who have undertaken Life Skills content and outcomes)
Profile of Student Achievement

Sample Student of Sample High School
has achieved the outcomes listed below for English (Life Skills) (Stage 5)

- Listens for a variety of purposes in a range of contexts
- Uses technology and aids to communicate with a range of audiences
- Uses visual texts in a range of contexts
- Reads and responds to short written texts
- Writes short texts for everyday purposes
- Composes increasingly complex written texts*
- Communicates with a range of audiences
- Explores social and cultural issues through texts*
- Uses individual and collaborative skills in the learning process*

*Achieved with support
Creative and Performing Arts

Head Teacher: Mr Foy

Electives Offered:

- Dance 1
- Drama 1
- Music 1 & 2
- Photographic and Digital Media 1 & 2
- Visual Arts 1 & 2

Dance 1

Cost: $25
Course Outline: This course is designed to suit students who have previously learnt dance outside of school and beginners who have never learnt formally but just enjoy dancing.

The aim of Dance is for students to experience, understand, value and enjoy dance as an artform through the study of the performance, composition and appreciation of dance. Students will also learn about the elements of movement.

Students electing this course will be learning solo and ensemble dances which will be performed publicly to represent Muswellbrook High School and in class.

Drama 1

Cost: $25
Course Outline: Students will develop and explore skills in movement, voice, improvisation, characterisation and playbuilding. Students will work collaboratively to develop their own characters, scripts and group performances.
Over the two year course students will study the conventions and acting techniques of a wide variety of theatrical styles. These will include Greek Theatre, Melodrama, Commedia del’ Arte, Clowning, Musical Theatre and Film. Throughout these studies students will discover varying performance spaces and an understanding of the role of Drama in society.

Students will develop script analysis skills, allowing them to bring theatre from the page to the stage. This will encompass the exploration of lighting, set and costume design.

A large component of the course is practical, allowing students to perform for an array of audiences, including the opportunity to compete in the Muswellbrook and Upper Hunter Eisteddfod. Students will also be encouraged to participate in the whole school musical.

**Course Outcomes:** Students will be assessed on their achievement of the following outcomes:

- Demonstrating competency in performance skills and applying these to various theatrical styles
- Ability to contribute, select and develop ideas in playbuilding
- Understanding and manipulation of elements of drama
- Ability to respond, reflect and evaluate dramatic works

**Music 1 & 2**

**Cost:** $25  
**Special Requirements:** Workbook with manuscript paper.

**Course Outline:**  
In Elective Music students will experience the opportunity to perform, compose and listen to a wide variety of musical styles. While no previous
knowledge is required, a willingness to learn to play an instrument and learn about many different musical styles and composers is essential. **Students will perform, discuss, analyse and create music** within these areas. Each area will have its own unique perspective of performing and interpreting musical ideas, allowing a large envelope of individual creativity. Beginning and advanced musicians will perform music specified to their capabilities on their chosen instrument or voice.

**Course Outcomes:**
Each student will be encouraged to play a musical instrument of their choice during performance lessons and public performances. Students can choose instruments such as voice, flute, clarinet, saxophone, strings, trumpet, trombone, voice, guitar, bass guitar and percussion including drum kit. Instruments are available for hire through the school or alternatively, Music staff can provide contacts for outside hire of instruments. Elective Music students are also encouraged to perform as members of our school Concert Band, Vocal Ensemble, Rock Bands and our school musical to further develop their skills.

Students will have the opportunity to learn to compose and arrange music using traditional notation and musical computer technologies.

Students will listen to and study musical scores and history of musical styles from Rock and Pop to Jazz and Classical. They will develop listening skills to complete Aural Dictations and demonstrate their understanding of the Concepts of Music.

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**Photographic and Digital Media 1 & 2**

**Cost:** $50 for Photopack (includes photographic paper, film, film cartridges, film sleeves), includes use of darkroom chemicals and equipment and professional printing costs for digital photography.
**Course Outline:** Students commence with black and white photography and non camera based darkroom practices to create photographs before being introduced to SLR cameras, both digital and film, in order to capture and compose images. They will become familiar with darkroom equipment, techniques and chemicals in order to develop film and enlarge their photographs in the darkroom environment. Students will also learn to acquire images through downloading, scanning and internet access and experiment with image manipulation software programs, mainly Photoshop CS, to digitally compose and manipulate their photographic works. Students also consider and learn about composition and picture building in order to achieve strong images qualities and develop their own practice. How photography can be applied in outdoor and studio conditions will also be addressed. The practice of a variety of photographers will further inform their understanding of this subject through the critical and historical investigation of photographers and their works. Ultimately students will have the opportunity to prepare their images for printing and public exhibition at the local art gallery. The ownership of a digital camera is recommended.

**Course Outcomes:** Students will be assessed on their achievement of the following outcomes:
- Their ability to select and apply photographic and digital conventions and procedures to make photographs and develop their own informed practice.
- Their ability to relate to a variety of viewpoints in relation to their own practice as photographers.
- Their ability to investigate the world as a source of ideas, concepts and subject matter and make informed choices in developing meaning in their photographic work.
- Their understanding of the function of and relationship between the artist-artwork-world-audience in relation to their own practice and the practice of other photographers.
- Their ability to consider the practice of other photographers from different points of view.
- Their ability to construct critical and historical accounts of photographic and digital works.

### Visual Arts 1 & 2

**Cost:** $50.00 - includes materials.

**Course Outline:** Students will have opportunities to extend their skills and knowledge of the Visual Arts that they have already gained in the Mandatory course. Students will also have opportunities to develop skills...
in more broader areas of the Visual Arts through various art making and art studying activities in forms such as;
2D Forms: Drawing, Painting, Printmaking, Photo and Digital Media.
3D Forms: Ceramics, Sculpture, Textiles, Jewellery and Body Adornment.
4D Forms: Installation Works, Performance Works.

**Course Outcomes:** Students will be assessed on their achievement of the following;
- Investigations of an extended range of materials, techniques and procedures to make artworks.
- Demonstrating development of technical skills in various techniques in artmaking.
- Recording of photographs, sketches, notes, plans, diagrams etc and other research documented in process diaries related to art making and art studying.
- Critical and Historical investigations and interpretations of various artists and artworks.
- Critically review their own and others’ works.

**Assessment:**
- Making 60%
- Critical and Historical Studies 40%
Languages

Head Teacher: Mrs Bailey

Electives Offered:

Japanese 1 & 2
Japanese 1 & 2

Cost: $30

Course Outline: Students studying this course will learn to speak and write in Japanese about themselves, their friends, pets, families, hobbies and school life. They will learn how to formally introduce themselves, to order food in a restaurant and go shopping for clothes. They will also obtain an understanding of Japanese traditions including calligraphy, festivals and clubs.

Further into the course, students will learn to speak and write in Japanese about their daily routine, including times, activities and duration. Students will describe the position of objects particularly those in the classroom and around the home. They will further develop their speaking and writing skills to cover situations that they may encounter if they were to visit Japan.

Students will use interactive websites to complete quizzes, word games and vocabulary. Students will take part in video exchanges and establish penpals with our sister school in Japan.

Students may also have the opportunity to take part in our biannual Japan Trip which includes sightseeing, cultural experiences and attending school at Sayama Seiryo Senior High.

Students will be assessed on their achievement of the following outcomes:

- Selecting, summarizing and analysing information and ideas in spoken and written texts and responding appropriately
- Using Japanese to convey information and express own ideas.
- Using texts, CDs, Internet sites, emails, word processors and other resources to study and produce texts in Japanese.
- Describes and compares features of the Japanese and English languages.
- Explaining the features of texts through the use of nouns, verbs, particles and adjectives.
- Appreciates similarities and differences in education and daily routines between Australia and Japan.
- Understands and expresses ideas relating to Japanese customs and habits including housing, education, greetings, pets and families.
- Analyses the use of words or expressions with particular cultural significance. e.g. honorifics.
- Reflects on formal and informal languages and when and where it is used.
- Analyses ways in which texts are constructed for specific purposes e.g. reading and writing letters, invitations and Haiku poetry.
Personal Development, Health and Physical Education

Head Teacher: Mr Herbert

Electives Offered:

Child Studies 1
Physical Activity & Sport Studies 1
Child Studies 1

Cost: $25 per year (for course equipment)

Course Outline:
Child Studies includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. Child Studies will assist students to understand the significant impact of the child’s environment and the role that the child and others can take in the active construction of this environment. Students will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus will also support young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education. Students will have the opportunity to take part in various excursions and tasks including: visits to child care centres, planning and preparing foods, toys, games and play for babies and children of differing age groups, experience the physical changes of pregnancy and what it feels like to look after a child.

The content is organised into the following modules:
- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities.
Physical Activity & Sport Studies 1
Cost: Nil (various excursion have a cost)

Course Outline:

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Participation in regular physical activity is essential to improving health status and quality of life. Health experts agree it can reduce the likelihood of obesity, non-insulin dependent diabetes, coronary heart disease, hypertension and cancers. Research shows regular physical activity to also be effective in stress management, therapy and rehabilitation, injury prevention and the promotion of physical fitness. Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate. They have an enhanced capacity to perform daily activities with ease and respond to increased demands.

This course examines the areas of physical fitness, body systems and energy for physical activity, Australia’s sporting identity, physical activity for specific groups, sports coaching and technology, participation and performance. Students learn about the different components of fitness, the various methods of measuring fitness and program design. The course looks at the various types of disabilities and students participate in a variety of Paralympic sports (including the wheelchair sports NSW road show).

Additionally, students may be invited to participate in unique experiences including: Rock-Climbing wall challenge held at MHS, University of Newcastle’s exercise testing facilities, snow excursion to Thredbo and participate in a variety of sports that are outside the normal PDHPE curriculum and sport at MHS as a part of the community engagement policy during designated double periods (eg., tennis, lawn bowls, swimming, weights training, fitness classes, and other outdoor recreation opportunities). Students also learn and participate in coaching and training activities.

Course outcomes: Students will be assessed on the following outcomes.

Discuss factors that limit and enhance the capacity to move and perform
Analyse the benefits of participation and performance in physical activity and sport
Discuss the nature and impact of historical and contemporary issues in physical activity and sport
Analyse physical activity and sport from personal, social and cultural perspectives
Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
Evaluate the characteristics of enjoyable participation and quality performance in physical activity and sport
Works collaboratively with others to enhance participation, enjoyment and performance
Displays management and planning skills to achieve personal and group goals
Perform movement skills with increasing proficiency
Analyse and appraise information, opinions and observations to make informed physical activity and sport decisions
Technology and Applied Science

Head Teacher: Mr O’Hara

Electives Offered:
- Agricultural Technology 1 & 2
- Food Technology 1 & 2
- Industrial Technology - Metal 1 & 2
- Industrial Technology – Timber 1 & 2
- Information Software Technology 1 & 2
Agricultural Technology 1 & 2

Course Cost: $70 per year

Special Requirements: Students must ensure they wear fully enclosed footwear with leather uppers during practical work

Course Outline:

<table>
<thead>
<tr>
<th>Core-A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetable Production</td>
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<tr>
<td>Poultry Production</td>
</tr>
<tr>
<td>Prime Lamb production</td>
</tr>
<tr>
<td>Plant Nursery Production</td>
</tr>
<tr>
<td>Growing Plants Hydroponically</td>
</tr>
</tbody>
</table>

Agriculture Focus:

Vegetable Production
The key concepts involved in this course include-soil productivity, hydroponics, seasonality and vegetable types, machinery, tool use and safety, tractor operations, planting and care of a range of vegetables, mushrooms, mulching, plant nutrition, pests and diseases, vegetable marketing, plant spacing, sowing depth, transplantation of seedlings.

Poultry Production
The key concepts involved are breeds, cross breeding, ethics and welfare, nutrition, monogastric digestive system, reproduction and the reproductive system, chicken development including embryology, genetics and genetic techniques, pests and diseases, growth and production, record keeping.

Prime Lamb Production
Concepts include breeds, routine husbandry practices, calendar of operations, pastures and their uses, grazing strategies, selective breeding techniques, wool types and classing, yard and sheep handling, pest and disease management.

Plant Nursery Production
The key concepts include the needs of plants and basic plant physiology, sexual and asexual reproduction, potting mixes, seedling propagation, irrigation techniques, propagation techniques, greenhouse design and basic plant classification.

Growing Plants Hydroponically
Students will be involved in numerous practical activities including establishing and maintaining a small scale hydroponic system, selecting growing media, selecting and transplanting seedlings, mixing up nutrient solutions and applying where necessary, evaluating the efficiency of the systems and making changes.
Food Technology 1 & 2

Cost: $110 (Year Total – Semester specifics listed below)

Special Requirements: Students must wear a full length apron and shoes with leather uppers and hair must be tied back in practical lessons.

Course Outline:

Feeding the Masses

Special foods arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students will explore a range of special food needs and the means to satisfy these. They will plan and prepare safe and nutritious foods to meet specific needs in various circumstances.

Knowledge of nutrition is integral to making healthy food choices. Students will also examine the nutritional components of food and food developments aimed at enhancing health, the impact of food consumption on nutrition and explore ways of meeting nutritional requirements to maintain optimum nutrition or manage nutritional issues.

Creative and Innovative Foods

An ever increasing array of food products is available in the market place as a result of food product innovations. Students will examine the reasons for developing food products and the impact of past and present product innovations on society and explore the processes in food product development. Students will develop, produce and evaluate a food product.

Food is processed to varying degrees. Students will explore safety and hygiene practices related to food, and changes that occur in the functional properties of food. They will also examine the social, economic and environmental impact of food processing technology and the role packaging plays in the distribution of food from the point of production to consumption.

Food for Special Occasions

Food is an important component of many occasions. Students will explore a range of special occasions including the social, cultural, religious, historical and family, and examine the elements of small and large scale catering. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills.

Good Looking Food

Food Trends influence food selection, food service and food preparation. Students will examine historical and current food trends and explore factors that influence their appeal and acceptability. Students will plan, prepare and present safe, appealing foods that reflects contemporary food trends.
Industrial Technology 1 & 2
Students may study up to 2 courses based on the Industrial Technology syllabus. Each course may comprise:
1 focus area studied for 100 hours (core modules only) or
1 focus area studied for 200 hours (core modules plus 2 specialised modules).

Course combinations in Industrial Technology Years 7–10 may include:
• 1 x 100-hour course
• 1 x 200-hour course
• 2 x 100-hour courses
• 2 x 200-hour courses
• 1 x 100-hour course and 1 x 200-hour course.

Each course must be based on the study of one focus area only. Where a student undertakes two courses in Industrial Technology, they must be from different focus areas.

For example:
Focus Area – Timber

A student may choose to study

100-hour course:

<table>
<thead>
<tr>
<th>General Wood 1</th>
<th>General Wood 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Module</td>
<td>Core Module</td>
</tr>
<tr>
<td>50 hours</td>
<td>50 hours</td>
</tr>
</tbody>
</table>

200-hour course:

<table>
<thead>
<tr>
<th>General Wood 1</th>
<th>General Wood 2</th>
<th>Cabinetwork 3</th>
<th>Cabinetwork 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Module</td>
<td>Core Module</td>
<td>Specialised Module</td>
<td>Specialised Module</td>
</tr>
<tr>
<td>50 hours</td>
<td>50 hours</td>
<td>50 hours</td>
<td>50 hours</td>
</tr>
</tbody>
</table>
**Industrial Technology Subjects Offered in 2015**

**Industrial Technology – Timber 100 hour**  
Pre-requisites: Nil

**Industrial Technology – Timber 200 hour**  
Pre-requisites: Industrial Technology Wood 100 hour

**Industrial Technology – Metal 100 hour**  
Pre-requisites: Nil

**Industrial Technology – Metal 200 hour**  
Pre-requisites: Industrial Technology Metal 100 hour

**Industrial Technology - Electronics 100 hour**  
Pre-requisites: Nil

**Industrial Technology - Electronics 200 hour**  
Industrial Technology Electronics 100 hour

**Industrial Technology - Multimedia 100 hour**  
Pre-requisites: Nil

**Industrial Technology - Multimedia 200 hour**  
Pre-requisites: Industrial Technology Multimedia 100 hour

**Contact Person:** Mr O’Hara, Head Teacher, Technological and Applied Studies

<table>
<thead>
<tr>
<th>100hr Courses</th>
<th>200hr Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Industrial Technology</strong></td>
<td><strong>Industrial Technology</strong></td>
</tr>
<tr>
<td><strong>Timber</strong></td>
<td><strong>Timber</strong></td>
</tr>
<tr>
<td>General Wood 1&amp;2</td>
<td>Cabinetnetwork 3&amp;4</td>
</tr>
<tr>
<td>100hr</td>
<td>200hr</td>
</tr>
<tr>
<td><strong>Industrial Technology</strong></td>
<td><strong>Metal</strong></td>
</tr>
<tr>
<td><strong>Metal</strong></td>
<td><strong>Metal</strong></td>
</tr>
<tr>
<td>General Metal 1&amp;2</td>
<td>Metal Machining 3&amp;4</td>
</tr>
<tr>
<td>100hr</td>
<td>200hr</td>
</tr>
<tr>
<td><strong>Industrial Technology</strong></td>
<td><strong>Electronics</strong></td>
</tr>
<tr>
<td><strong>Electronics</strong></td>
<td><strong>Electronics</strong></td>
</tr>
<tr>
<td>Circuits and Components 1&amp;2</td>
<td>Circuits and Components 3&amp;4</td>
</tr>
<tr>
<td>100hr</td>
<td>200hr</td>
</tr>
<tr>
<td><strong>Industrial Technology</strong></td>
<td><strong>Multimedia</strong></td>
</tr>
<tr>
<td><strong>Multimedia</strong></td>
<td><strong>Multimedia</strong></td>
</tr>
<tr>
<td>Multimedia 1&amp;2</td>
<td>Multimedia 3&amp;4</td>
</tr>
<tr>
<td>100hr</td>
<td>200hr</td>
</tr>
</tbody>
</table>
Industrial Technology –
Metal 1 & 2

**Course Costs:** $90.00 per year

**Special Requirements:** Suitable, leather footwear, in good condition, **MUST** be worn in the practical rooms. Safety glasses are a must at all time in our workshops. An apron or other protective clothing is desirable.

**Course Outline:** Industrial Technology Years 7-10 is an elective course that builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

The major emphasis of the Industrial Technology (Metals) Syllabus is on students being actively involved in the planning, development and construction of quality practical projects. Students should be provided with a range of **theoretical and practical** experiences to develop knowledge and skills in the Metals focus.

A project report is required for each practical project completed and will form part of the overall assessment of each module. Students are expected to prepare workshop drawings, costing schedules and sequenced construction details that will enable them to satisfactorily complete their projects. Students will have access to the allowable range of fixed and portable equipment.

**Metal Focus**

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal which are enhanced and further developed through the study of specialist modules in:

- Metal Machining
- Fabrication
- Work, Health and Safety (WHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact.

**Focus areas and modules:**

**100hr**
General Metal 1 & General Metal 2

**200hr**
Fabrication 3 & Fabrication 4
Industrial Technology – Timber 1 & 2

Course Costs: $90 to pay for materials used during the year.

Special Requirements: Suitable, leather footwear, in good condition MUST be worn in the practical rooms. An apron or other protective clothing is to be also worn in the practical room.

Course Outline:
The skills and knowledge gained through the study of Industrial Technology Timber in Stage 5 will provide students with an excellent platform to further their study in a range of HSC Stage 6 courses including Industrial Technology Timber and Furniture Industries, Engineering Studies and/or Design and Technology. Students will undertake the Industrial Technology Timber 100 hour course. Students will produce three projects in Year 9 and if students elect to undertake the 200hr course a further two projects in Year 10. Projects are student-negotiated and focus upon students creating projects which will meet the needs of consumers based on adhering to functional, aesthetical and ergonomic criteria. The production of quality projects with creative individuality is explicitly taught throughout this course.

Timber Focus
The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-based technologies. Students interested in timber should have an interest in working with timber to produce a range of modern furniture and products. Projects produced in this course include: a mantle clock, a small coffee table, a DVD tower, a toolbox, trophy cabinet, buffet and bedside table & drawer set.

Focus areas and modules:

100hr
General Timber 1 & General Timber 2

200hr
Cabinetwork 3 & Cabinetwork 4

Information Software
Technology 1 & 2

Course Costs: $60.00 per year

Special Requirements: Nil

Course Outline:
Core content of the Information and Software Technology Years 7–10 Syllabus provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The core also includes legal, ethical, social and industrial issues. Students develop information and software technology solutions through project work, individually and collaboratively. Options provide opportunities for the contextualisation of the core and allow choices of areas of interest to be made. Options include artificial intelligence, simulation and modelling, authoring and multimedia, database design, digital media, the Internet and website development, networking systems, robotics and automated systems, and software development and programming.

Students will be introduced to all core content within the study of a minimum of two options. Students will complete a minimum of two and a maximum of four projects.

IST Focus:

The core content cannot be taught in isolation: it must be integrated with options in the form of projects. Options should be planned to allow all of the core to be taught over the course of study.

<table>
<thead>
<tr>
<th>Core Content</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design, Produce and Evaluate</td>
<td>Artificial Intelligence, Simulation and Modelling</td>
</tr>
<tr>
<td>Data Handling</td>
<td>Authoring and Multimedia</td>
</tr>
<tr>
<td>Hardware Issues</td>
<td>Database Design</td>
</tr>
<tr>
<td>Past, Current and Emerging Technologies</td>
<td>Digital Media</td>
</tr>
<tr>
<td>People</td>
<td>Internet and Website Development</td>
</tr>
<tr>
<td>Software</td>
<td>Networking Systems</td>
</tr>
<tr>
<td></td>
<td>Robotics and Automated Systems</td>
</tr>
<tr>
<td></td>
<td>Software Development and Programming</td>
</tr>
</tbody>
</table>

Projects Used to integrate Core Content with Options
Human Society and its Environment

Head Teacher: Mrs Kelly

Electives Offered:

Business Services Cert 1 (VET)
Commerce 1
Elective History 1
Retail Services Cert 1 (VET)
BSB20112 Certificate II in Business (BSB07 release 9)

Statement of Attainment towards BSB20112 Certificate II in Business (BSB07 release 9)

This qualification is under re-development during 2015. It is anticipated that the BSB20112 will transition to the BSB20115 for implementation in 2016.

2016 STAGE 6 COURSE DESCRIPTION – BUSINESS SERVICES

This Course is available as

<table>
<thead>
<tr>
<th>2Unit x 1year/120 hours</th>
<th>2Unit x 2years/240 hours</th>
<th>4Unit x 1year/240 hours</th>
</tr>
</thead>
</table>

The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.

Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.

Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the business administration and support industry. Students who are assessed as competent in sufficient of the above units will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service:

Course structure: The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. Please discuss units of competency with your school.

Compulsory/Core Units – HSC Examinable

<table>
<thead>
<tr>
<th>BSBCM201A Communicate in the workplace</th>
<th>BSBADM311A Maintain business resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCUS201B Deliver a service to customers</td>
<td>BSBITU301A Create and use databases</td>
</tr>
<tr>
<td>BSBIND201A Work effectively in a business environment</td>
<td>BSBINM202A Handle mail</td>
</tr>
<tr>
<td>BSBINM201A Process and maintain workplace information</td>
<td>BSBITU201A Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBWHS201A Contribute to health and safety of self and others</td>
<td>BSBITU202A Create and use spreadsheets</td>
</tr>
<tr>
<td>BSBUS201A Participate in environmentally sustainable work practices</td>
<td></td>
</tr>
<tr>
<td>BSBWOR202A Organise and complete daily work activities</td>
<td></td>
</tr>
<tr>
<td>BSBWOR203B Work effectively with others</td>
<td></td>
</tr>
<tr>
<td>BSBWOR204A Use business technology</td>
<td></td>
</tr>
</tbody>
</table>

Course contribution (to be made directly to school): $

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. Please discuss any matters relating to refunds with your school.
Course specific resources and equipment:
Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.

Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

USB or similar storage device
Folder with plastic sleeves and writing paper

Exclusions:
VET course exclusions can be checked on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

Assessment and course completion

Competency-based assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)
Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement
Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination
Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies
Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations
Where a student has not met NSW Board of Studies, Teaching & Educational Standards (BOSTES) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing BOSTES requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals
Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates
Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.
<table>
<thead>
<tr>
<th>Employability skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from <a href="http://employabilityskills.training.com.au/">http://employabilityskills.training.com.au/</a>.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School-based Apprenticeships and Traineeships (SBATs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A school-based traineeship is available in this course.</td>
</tr>
<tr>
<td>To express an interest or obtain further information go to <a href="http://www.sbatjobs.info/">http://www.sbatjobs.info/</a>.</td>
</tr>
<tr>
<td>Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.</td>
</tr>
</tbody>
</table>

*By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Board of Studies, Teaching and Educational Standards.*
**Commerce 1**

Commerce is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

**Course Description**

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

**What will students learn about?**

Students undertaking a 100-hour course in Commerce will complete Core Part 1 or Core Part 2 and a minimum of three options or Core Part 1 and Core Part 2 and one option.

Students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of five options.

Options may be studied for 15–25 indicative hours each.

In Core Part 1 students study *Consumer Choice* and *Personal Finance*, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy.

In Core Part 2 students study *Law and Society* and *Employment Issues*, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

**What will students learn to do?**

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

**Record of School Achievement**

Satisfactory completion of 100 or 200 hours of study in Commerce during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
Elective History 1

History (Elective) is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

Course Description
History develops in young people an interest in and enjoyment of exploring the past.
A study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

What will students learn about?
Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

What will students learn to do?
Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Record of School Achievement
Satisfactory completion of 100 or 200 hours of study in History (Elective) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
# Retail Services

SIR20212 Certificate II in Retail Services (SIR07 release 3.3)

Statement of Attainment towards SIR20212 Certificate II in Retail Services (SIR07 release 3.3)

## 2016 STAGE 6 COURSE DESCRIPTION – RETAIL SERVICES

This Course is available as 2Unit x 1year/120 hours | 2Unit x 2years/240 hours | 4Unit x 1year/240 hours

The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.

Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.

## Board Developed Course

Category B status for Australian Tertiary Admission Rank (ATAR)

This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.

Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the retail services and customer service industry. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment. Qualification pathway information is available from the Australian Apprenticeships Training Information Service:

## Course structure:
The following content will be addressed as part of this Qualification. Reduced or modified patterns of delivery may target specific units of competency. Please discuss units of competency with your school.

<table>
<thead>
<tr>
<th>Compulsory/Core Units Examinable*</th>
<th>HSC</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXCCS201* Apply point-of-sale handling procedures*</td>
<td>SIRXFIN201</td>
<td>Balance and secure point-of-sale terminal</td>
</tr>
<tr>
<td>SIRXCCS202* Interact with customers*</td>
<td>SIRXINV001A</td>
<td>Perform stock control procedures</td>
</tr>
<tr>
<td>SIRXCOM101* Communicate in the workplace to support team and customer outcomes*</td>
<td>SIRXMER202</td>
<td>Plan, create and maintain displays</td>
</tr>
<tr>
<td>SIRXIND101* Work effectively in a customer service environment*</td>
<td>SIRXFIN002A</td>
<td>Perform Retail Finance Duties</td>
</tr>
<tr>
<td>SIRXRSK201* Minimise loss*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIRXLSLS201* Sell products and services*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIRXWHIS101* Apply safe work practices*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIRXCLM101 Organise and maintain work areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIRXICT001A Operate retail technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIRXMER201* Merchandise products*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIRXLSLS002* Advise on products and services*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course contribution (to be made directly to school): $ 5

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. If you are unable to make contributions or are experiencing financial difficulty, please contact your school.

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. Please discuss any matters relating to refunds with your school.
Course specific resources and equipment:
Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course. 
Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

Stationary (folder, dividers, USB storage device)

Exclusions:
VET course exclusions can be checked on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html.

Assessment and course completion

Competency-based assessment
Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)
Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher.

Mandatory Work Placement
Students undertaking this course are required to complete work placement to a minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 1 year courses: 35 hours
- 2 Unit x 2 years courses: 70 hours
- 4 Units x 1 year courses 70 hours
- Some Specialisation Courses may require additional work placement

Optional HSC examination
Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies
Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations
Where a student has not met NSW Board of Studies, Teaching & Educational Standards (BOSTES) course completion criteria, (including meeting work placement requirements), they may receive an ‘N’ award warning (course not satisfactorily completed). Students issued with an ‘N” award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing BOSTES requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals
Students may lodge appeals against assessment decisions or ‘N’ determinations through their school.

Qualification changes and updates
Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.
Employability skills:
There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au/

<table>
<thead>
<tr>
<th>BOS course name</th>
<th>BOS course number</th>
<th>Schools Online (Administration) entry advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Services</td>
<td>85990</td>
<td>This course number should always be entered as a ‘Year 10’ entry. This applies to students doing the course in either Year 9 or Year 10. The course entry needs to be made in the calendar year that the course is undertaken.</td>
</tr>
</tbody>
</table>

School-based Apprenticeships and Traineeships (SBATs)
A school-based traineeship is available in this course.
To express an interest or obtain further information go to http://www.sbatjobs.info/
Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Board of Studies, Teaching and Educational Standards.
Mathematics

Head Teacher: Mr Cummings

Electives Offered:

Fundamentals of Advanced Mathematics 1
Fundamentals of Advanced Mathematics 1

Cost : Nil

Course Outline :
This 100-hour elective is aimed at students who are currently in 8M1, enjoy Mathematics, are capable mathematicians and who have aspirations of attempting the Mathematics/Extension course in Years 11 and 12.
The course consists of extension topics on :
- Surds
- Binomial Products and Factors
- Quadratic Equations
- Simultaneous Equations
- Logarithms
- Harder Curve Sketching
- Circle Geometry
- Polynomials
- Development of Spreadsheet Skills